

Arizona Call-A-Teen

The goal of the Arizona Call-A-Teen Youth Resources, Inc. AIMS Intervention and Dropout Prevention Program – the Youth Excel Project (YEP) – is ultimately raise graduation rates for “at-risk students by working to increase AIMS scores and to prevent students fro dropping out of secondary school.

The original YEP design included operating the project at two alternative schools: the ACYR Center of Excellence, and the Continuing Education Academy, the alternative campus of the Tolleson Unified School District. Activities include a Project-based Learning approach designed to;(1) incorporate content area learning, workplace and leadership skills in a student project; (2) support the age-appropriate skills that are critical to the survival and healthy development of the youth and lead them to becoming contributing members of the community; and (3) engage students as central actors in their own development. One-on-one or small group tutoring, community service, work experience, and effective connections to a competent, caring adult round out the implementation strategies used in this program.

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Jobs for Arizona's Graduates

Mission and Model Applications:

Jobs for Arizona's Graduates is a non-profit since 1990 that partners with school districts, the business community, the public sector to help young people stay in school, and to acquire the academic, personal, leadership and vocational skills they will need to be successful upon graduation from high school. The mission is realized through the ADE grant funded programs out School-to-Career (Senior year) and Opportunity Awareness (Multi-Year Dropout Prevention (grades 9-11) programs.

- I. Intervention Philosophy: A Program Coordinator takes personal responsibility for, and is held accountable for, ensuring that program participants stay in school, graduate, and have a career and post secondary plan to enact after graduation from high school.
- II. Student Selection: Jag identifies and works with youth that are at risk of dropping out of school or of being unemployed or underemployed after school.
- III. Curriculum & Academic Remediation: JAG students receive instruction on up to 81 academic, workplace, and life skills competencies that are divided into eight clusters: Career Development, Job Attainment, Job Survival, Basic Skills, Leadership and Self Development, Personal Skills, Life Skills, and Wok Place Competencies. The JAG curriculum is skill based and aligned with both the Arizona Academic and Workplace Standards. Providing academic remediation and support to our students has been an essential component to our success. All students work with their coordinator on Individual Graduation Plans that outline areas for improvement.
- IV. Community Outreach and Leadership Activities: All JAG students are members of the Career Association, which is a highly motivated, student – led organization. As a group, the students determine and plan projects to further their leadership and vocational skills, while practicing their personal and social skills.
- V. Follow-up Services: Twelve months of follow-up services begin in June of each year, and continue through May of the following year. This follow-up interaction includes, but is not limited to, career counseling, one –on –one job search assistance, mediation for workplace issues, college enrollment assistance and tutoring for college course work and personal mentoring.

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Mesa Unified School District (Original Program)

This AIMS Intervention/Dropout Prevention program implemented by the Mesa Unified School District was one of five original programs supported through the grant. This program is designed to provide wrap-around services in the areas of intervention and prevention through a comprehensive competency-based guidance program, Mesa Youth Placement program, Positive Alternatives for Youth program, and Senior High transition programs.

The at-risk populations identified for services include: low AIMS scores, grades, over age for the grade level, highly mobility, signs of possible substance abuse, known history of previous criminal activity, limited English proficiency, economically disadvantaged, history of disciplinary action or suspension, pregnant and/or parenting teen, and handicapped, disabled, or having a documented 504 accommodation plan.

The Mesa program is divided into phases.

- Phase I – assisted the comprehensive competency-based guidance programs for students in grades 7 – 12 on academic achievement, career exploration and components essential to personal development. Programs under Phase I include; mentoring, tutoring, time management, decisions unit, goal setting, 4 year graduation plan, individual AIMS test talks, parent/student conferences, course placement, staff training, and service learning opportunities.
- Phase II – is the Mesa Youth Placement program through which students receive career exploration instruction, workshop presentations focusing on employability skills, and job placement opportunities for students.
- Phase II – is the summer computer lab for AIMS skill development; oral communication skills development; written communication skills; and service learning activities.
- Phase IV – addresses senior high school transition programs, which include: AIMS intervention academic alignment checks, targeted remediation in math, English, and science; vertical teaming; horizontal articulation promoting best practice strategies; student leadership development; programming to catch and report scheduling inaccuracies and graduation deficiencies; academic class placement; increased service learning requirements linked to scholarships; increased guidance and counseling services for at-risk students; coordinated GED assistance for some students; and extended high school opportunities for targeted students.

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Tolleson Unified School District

The original goal of the Tolleson Union High School's Continuing Education Academy is to improve student reading comprehension for those students reading between 6.0 and 8.0. The objective is to get as many students reading at the 9.0 level or higher, since this is the standard set by the District to meet graduation requirements. Other goals include the implementation of community service and workplace skills. In addition to the reading level indicated, students in the CEA program are also classified as "at-risk" based on the following:

1. Dropouts returning to school,
2. Seniors who need to complete required credits to graduate,
3. Juniors who are deficient in three or more credits toward graduation,
4. Students with special health issues including pregnancy that limits regular attendance,
5. Students on long term suspension.

While the program initially envisioned being implemented in a traditional format of routine classroom instruction, the program is now more flexible to provide alternative options for students who have child care needs, employment responsibilities, and legal and health issues including allowing students the option to work from home, and alternative teaching strategies. In addition, the school continues to explore a variety of community service opportunities.

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Agua Fria Union High School District #216

The Agua Fria Union High School District AIMS Intervention/Dropout Prevention Program is comprised of many interlinking components. A criterion has been established to clearly identify the at risk students for program participation. Students are identified at three points; incoming freshmen who failed the 8th grade AIMS, freshmen who failed two or more classes in the first semester, and sophomores not passing any portion of the AIMS. Students are encouraged to participate through contact with the guidance counselors and letters home to parents.

Each student in the program has a personal plan of progress, and is assigned to his/her own individual study team consisting of the student, guidance counselor, teacher and if possible, a parent or guardian. The team stays with the student as long as he/she participates in the program.

Interventions include Smaller Learning Communities for freshman, double dosing of math and English for students needing to improve on AIMS, Extended day programs for students needing extra tutoring, and a three week summer camp (academic program) for incoming freshman.

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Coconino Career Center

The driving goals of the Independent Learning Center (ILC) of the Coconino Career Center are: dropout prevention, AIMS intervention, and credit recovery, with an emphasis on workplace and life management skills (including leadership development).

Dropout Prevention: The students the ILC serves are identified by their counselors as “at-risk” of dropping out of high school or not graduating on time.

Basic Skills: A second goal of ILC is to improve student’s basic skills, thereby resulting in improved AIMS scores. The ILC teacher works individually with each student to develop an individual personal study plan that will meet the individual student’s basic skills. NovaNET is used to provide individual study plans for AIMS intervention.

Workplace and Life Skills: An eight week elective course is offered that outlines the Arizona Workplace Skill Standards which includes paid and unpaid internships.

ILC is a year round program which serves the same “at-risk” population of students in the summer as it does during the other times of year. During this time, students focus on completing their credits towards graduation.

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Coconino County Regional Accommodation School District

Coconino County Regional Accommodation School District is a dropout recovery program currently serving students in Page at Tse Yaa'to Accommodation High School, and in Flagstaff at Ponderosa Accommodation High School. Operated by the Coconino Superintendent of Schools, the program provides an alternative path to a high school diploma to students who are unlikely to continue their high school education elsewhere.

As an accommodation school district, the CCRASD program utilizes already established techniques to accommodate student needs and inspire students to a vision of graduating and getting a job as the essential “prescription” for lifelong success. Small classes, extended connection to a teacher/coach, positive behavior models, and strategies for developing successful coping skills, learning self-advocacy, and solid academic challenge are components of the high school program. Such curriculum, activities, and projects are designed to provide real-world applications of classroom learning, opportunities for student expression and a context for classroom collaboration.

Characteristics of the program are:

1. individualized program planning to meet the academic and social needs of the student,
2. targeted remedial tutoring and preparation for the AIMS test,
3. individualized support services,
4. planning for transition to post-secondary education or career placement.

Student Assessment and tracking involved the gathering and /or documentation of up-to-date student data for the purpose of providing student with the appropriate educational alternatives to earn a high school diploma.

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Coolidge Unified School District #1

The immediate goal of the Aims Intervention Dropout Prevention Program at Coolidge High School was to make improvements in the AIMS scores. The “at-risk” population targeted was the juniors and seniors who had taken the test and had scores of “Fall Far Below” or in the lower “Approaches” range. Due to the success of the first efforts at implementing this program, the program will be opened to include freshmen and sophomores for the coming year.

The results of the initiative were impressive. There were 109 students who [participated in the program, with 730 hours of instruction provided. The school uses a cohort model which is consistent with the state’s method of determining graduation rates. All of the seniors in the 2006 cohort passed the AIMS or earned enough credits to augment. The school offered a variety of options to students in need of support. After school tutoring, AIMS prep classes during the school day, and Saturday school were all options available to students. In addition to improving skills for the AIMS testing, students were able to retrieve credits toward graduation which helped in being able to augment scores. Summer school was also offered with students having the opportunity to gain credit for the summer classes.

The school has devised a different model for the management of the 4 year cohorts. Instead of having one project manager for the entire program, the plan has been devised to use cohort academic coordinators at each of the four cohort levels. In addition to these coordinators, the program will include a Saturday school coordinator, a parent liaison, an attendance coordinator, and a compliance coordinator. The philosophy of this program is that the more staff invested the more likely that those students will become engaged and therefore be successful.

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Indian Oasis Baboquivari Unified District

The goals of the Indian Oasis Baboquivari Unified District's AIMS Intervention/Dropout Prevention Program are to educate it's 9th to 12th grade, at-risk students so that they continue their education rather than drop out, increase their skills as reflected by an increase in credit earned, and focus on the preparing students to achieve at high levels on the AIMS. The "at-risk" population targeted for services met the following selection criteria: economically disadvantaged, failing grades, deficient credits for grade level, over age for grade level, pregnant and /or parenting teens, documented learning disabilities, students with low performance on the AIMS and Terra Nova tests.

A major focus of the approach used in this program was to relate work to vocational and leadership opportunities in order to motivate students to stay in high school because they could see the relevance in what they were learning. Tutoring in appropriate content area subjects as well as opportunities for credit retrieval is part of the program design.

Providing meaningful, real world experiences were central to this program. Career interest inventories were administered to participating students and several were placed in Cooperative Business Work Experience Internships. Students participated in field trips to vocational training and college sites including Central Arizona College, Pima Community College, Tohono O'odham Community College, the International Institute of the Americas, the University to New Mexico, the Haskell All Indian Nation University, and the Institute of American Indian Arts. In addition to workplace skill development, leadership and civic responsibility skills were developed through participation in the Tohono O'odham Youth Leadership Conference, the National Youth Leadership Forum on Technology and the Tohono O'odham Law Day.

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Shonto Governing Board of Education, Inc.

With the reception of the AIMS Intervention/Dropout Prevention grant, the Shonto Preparatory High School has integrated the grant with the Choice Program already in existence and that school expanded the program to include grades 7 and 8 from the Shonto Preparatory School. The Choice program has provided services to students at the high school who are “at-risk” of dropping out of school prior to graduation. The program has been so successful, that the principals of both the Shonto Preparatory School (k-8) and the Shonto Preparatory High School (9-12) have agreed to implement a comprehensive program designed to meet the needs of this population of students. The program intended to serve 249 students this last school year. The students come from a variety of isolated, rural locations that include Shonto, Inscription House, Black Mesa, Tonalea, Kalbeto, Kayenta, and Navajo Mountain.

Through the program students have the opportunity to take advantage of the tutoring program, the mentoring by grandparents program, service learning, and the leadership components of Choice.

ANAIMS Summer Academy was conducted which had two courses providing Writing and Reading instruction which included a total of 64 hours over a four weeks

Tutorial services and “Brain Fuse” were a success, showing a positive AIMS test results with a majority of students meeting the Arizona state standards. There also was a significant jump in student GPAs. 100% of those high school seniors participating graduated within the scheduled graduation date. Next year the schools intend to include a math component to the summer school program.

Some characteristics of the Shonto program are:

- Strong parent involvement policies including e-mail and phone correspondence, invitations to come to school to meet with teachers, open forum for expressing concerns, home visitations, 12 week parenting programs,
- Individualized instruction – consideration is given to the student-teacher relationship, home environment, student’s learning styles, etc.
- Career and Technical Education (CTE) – Students are introduced to various vocational skills and job performance requirements through the Choice program.
- Community service is integrated with workplace skills by having students work with senior citizens and in the local government agencies where they use their clerical, computer and leadership skills.

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Kingman Unified School District Positive Applied Learning Styles

During the 2005-2006 school year and summer, the AIMS Intervention/Dropout Prevention Program conducted through Kingman Unified School District, provided support services to the students enrolled in the Positive Applied Learning Styles Program, the District's alternative education program. The service included workplace skills instruction centered around five workshop themes; Apply Yourself – the Do's and Don't of Applications; Want to Get a Job – The Do's and Don'ts of Resumes; Can You Dress Yourself – The Do's and Don'ts of Dressing for Success; Can You Talk the Talk and Walk the Walk – The Do's and Don'ts of Interviewing; and Can you keep a job – The Do's and Don'ts of Keeping Your Job. The curriculum contained workplace standards that were presented and /or met via mock interviews, career portfolios, career research papers, career fairs, guest speakers, career exploration trips, mini projects and culminating projects.

In addition, the program offered AIMS remediation which included reading, writing and math workshops. Parent involvement workshops were conducted to provide information for parents on the AIMS Intervention/Dropout Prevention grant; the AIMS Reading/writing and math expectations; and summer school opportunities. Finally, all students were given the opportunity to participate in service learning, community service, and job skills for an additional .5 credit.

The goals for the program will be continued along with similar activities for the coming year. In addition, the AIS Intervention /Dropout Prevention Program will be expanded to include participants from the general Kingman High School Populations. The services to be provided will be expanded beyond those offered in the 2005/2006 school year. Expanded services will include peer mentoring supervised by high school staff; Night Track Credit Recovery for students who are behind in credits for age, alternative classroom environment, excessive absences, and referral for behavior; as well as, student who have dropped out or are on the verge of dropping out.

Parental communications and involvement will be scaled up to include direct mailing to parents of participants with specific and important information such as AIMS information, PSAT, ACT, SAT announcements, FAS+FSA information, dates of upcoming events and finally information concerning how parents can participate. College awareness workshops will be hosted for students and parents that will focus on such topics as college admission requirements, financial aid, scholarship searches, and postsecondary education planning. Service learning and workplace skill development opportunities will continue and be expanded for the 2006/2007 year.

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Mesa Unified School District #4

Note:

This is a second program for the Mesa Unified School District. This program was funded under the AIMS Intervention/Dropout Prevention Grant for the first time during the 2005-2006 school year.

On Track is the name of this Mesa Unified School District's AIMS Intervention and Dropout Prevention Program. The On Track program is a continuation of the program that was started four years ago to capture those students most "at-risk" of not completing high school for a variety of reasons. The success of the implementation of all aspects of program is due to the collaboration and cooperation of the schools' administrators, departments, and staff. During the 2005-2006 school year On Track invited over seven hundred and fifty students to participate. Three hundred and fifty-eight students completed the program. Students qualified for the program based on the following list of "at-risk" criteria:

- Special Education,
- Economically disadvantaged,
- Limited Language Proficiency,
- Disciplinary problems,
- Pregnant and/or parenting teen.
- Failing grades,
- Deficient credits,
- Low Stanford 9 scores,
- Over-age for grade level placement,
- "Falls Far Below" or "Approaches" on the AIMS, and
- Documented Learning Disability

Over three hundred and fifty students took online courses, correspondence courses, courses in workplace skills, prepared resumes, participated in community service, and collaborated with the Riparian Preserve where they had the opportunities for job shadowing, tutoring, and career counseling in the career center.

All students received follow up services from the instructors and were offered scholarships for summer school if they needed additional credits.

It is intended that the program will be offered to 7th and 8th grade students as well during the 2006/2007 school year and summer.

Scholarships for students to enroll in course work at the community college will be made available to students on a limited basis. Students will be encouraged to make use of the career center and research the course options offered through the community college.

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Northern Arizona University, GEAR UP

The AIMS Intervention/Dropout Prevention grant supports the Northern Arizona University, GEAR UP program, a discretionary grant program designed to increase the number of low-income students who are prepared to enter and succeed in postsecondary education. GEAR UP provides six-year grants to states and partnerships to provide services at high-poverty middle and high schools. GEAR UP grantees serve an entire cohort of students beginning no later than the seventh grade and follow the cohort through high school. GEAR UP funds are also used to provide college scholarships to low-income students.

Although GEAR Up serves low income students in grades 7 to 12, it follows students within the framework of cohorts. During the 2005-2006 school year, the NAU – GEAR UP focused, as a whole, on the events and factors uniquely relevant to high school seniors. Staff and students primarily spent time in these areas:

- AIMS intervention for those who had yet to pass all three subject- area tests;
- Credit recovery programs to ensure on-time graduation;
- Tutoring services; and
- Post-secondary Education Planning Sessions (PEPS), including follow-up with financial aid assistance, and college and scholarship application assistance.

The AIMS Intervention/Dropout Prevention grant funds awarded to NAY Gear Up for the 2005/2006 fiscal year were used to serve 1,282 students (mostly seniors) at eight school sites:

- Alhambra High School
- AZ School for the Deaf and Blind
- Coconino High School
- Kingman High School
- Nogales High School
- Patagonia High School
- Pinon High School
- Yuma High School

With the completion of the 2005/2006 cohort, the NAU GEAR UP proposes to change the schools and grade level of students served under the AIMS Intervention /Dropout Prevention grant. This program will support the new cohort will target seventh grade students in six middle and junior high schools and five, k to 8 schools.

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Primavera Online High School

The Aims Intervention/Dropout Prevention Program implemented by the Primavera Technical Learning Center has as its goals:

1. To increase the scores of those targeted students on the AIMS test as compared with previous scores on that test.
2. To increase the graduation rate of the targeted students compared with previous graduations rates.
3. To have each student involved with the project complete a Workforce Connection Portfolio that details their individual post-secondary plans.
4. To ensure that a majority of targeted participants will follow their post-secondary education plans by supporting students with a 12 month follow-up to assist students to remain enrolled in high school postsecondary education, vocational and/or job training, employment, or military service.

Students for the program are prioritized on the following criteria:

1. Students who have not yet passed all three sections of the AIMS test.
2. Students who have previously dropped out of high school.
3. Students who are at least one year behind in academic credit towards graduation.
4. Students who have been displaced including youth who are in foster care, homeless, and/or incarcerated or have previously been incarcerated.
5. Students who have been expelled from their former public schools.
6. Students who are pregnant and /or parenting.
7. Students who are identified as learning disabled with a documented IEP or 504 plan

Strategies which are employed by the program for to support the targeted students are:

- Reading, writing and math remedial coursework. These courses have been developed in coordination with the school's targeted Title I program.
- High school credit recovery opportunities, specifically designed to meet the needs of the targeted population.
- Training in Arizona Workplace standards with an individualized student portfolio.
- Community service projects integrated with workplace skills as well as leadership and civic responsibility.
- Preparation for postsecondary education, vocational or job training, military service, or employment.

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Sierra Vista Unified District

It is the primary goal of the Sierra Vista Unified District's AIMS Intervention/Dropout Prevention program to enhance the academic achievement rates of students at Buena High School, improve IAMS test scores and reduce the number of students that drop out of school prior to graduation. This will be accomplished through the development of intervention programs that focus on academic standards. The primary objectives of this project are to:

1. Enroll student who have previously dropped out of school,
2. Enroll students who have demonstrated problems adjusting to the traditional classroom,
3. Enroll students who have scored poorly on AIMS testing,
4. Enroll students who are pregnant or parenting,
5. Enroll students who have been suspended, expelled or detained in a juvenile detention center.

Some of the first year accomplishments include:

1. Tutoring and mentoring opportunities have been established for enrolled and attending the alternative school,
2. Partnerships have been developed with the Youth Quest Program and Colors of Success Program for employment opportunities and work study for students,
3. A social worker has been employed for tracking the students, and implementing service programs and parental involvement,
4. A summer school program has been initiated that offered credit recovery for students who had fallen behind in credits to graduate.

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Tempe Union High School District #213

Tempe Union High School District's AIMS Intervention/ Dropout Prevention Program focuses on a main factor in the dropout problem in that district, namely poor student attendance. The goals which the district identified to address this concern are:

- To increase the awareness of attendance policies with parents and students,
- To increase communications with parents and students regarding absenteeism,
- To educate students and parents on the importance of attendance to students academic success,
- To increase AIMS success by reducing absenteeism, and
- To decrease unexcused absences.

By focusing n this area, the District did improve the attendance rate of students in the district, improvement in student grades, and an increase in parent involvement due to the efforts to focus on communication as a tool for meeting the goals stated above.

A Summer Bridge program was initiated that was designed to reach 60 students who needed a positive transition to high school from middle school, junior high school or k to 12 schools. The summer program was as four week program that centered on reading, writing, and math skills, and student study skills. The students served were identified as “at-risk” based on their attendance, test scores and grades.

Because of the added funding available through the AIMS Intervention/Dropout Prevention grant, the District expanded the number of staff. This addition of personnel was integrated with the dropout prevention efforts already in place in the District. The grant allowed for the hiring of student service specialists and community liaisons to work directly with students and their families, and to help with the tracking of students who were being seen by the counselors and dropout prevention coordinators.

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AIBT dba Ronald Bauer High School

The goals of AIBT dba Ronald Bauer High School's AIMS Intervention/Dropout Prevention program are many; These goals include increasing the number of students meeting the standards on the IAMS test in all areas, decreasing the number of withdrawals form from the school prior to graduation, improving the graduation rate, decreasing the absence rate, increasing the number of credits towards graduation, and improving the student GPA without lowering student expectations or performance objectives. The program also intends to improve the students' attitudes toward school with a focus on the completion of school while changing attitudes towards standardized testing as a challenge rather than a threat.

Some of the characteristics of the program include:

1. tutoring
2. classes focused on AIMS preparation
3. an AIMS summer boot camp with the potential for credit and credit retrieval for satisfactory completion of course work in math and language arts
4. Specific programs to assist Special Needs students with additional support for AIMS preparation
5. the use of High Point series from Hampton Brown to improve reading comprehension skills with LEP students
6. A full program in medical assisting

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Arizona Agribusiness & Equine Center Incorporated

The goals of the Arizona Agribusiness and Equine Center's AIMS Intervention/Dropout Prevention program are:

1. to reduce the dropout rate of currently enrolled students and new students entering the school for the first time,
2. to increase the students' AIMS scores.
3. to continue providing internships, summer jobs, and other hands-on work experiences for students,
4. to conduct effective professional development activities for program teachers,
5. conduct community service activities,
6. help students develop leadership skills and a sense of civic duty,
7. increase the number of students graduating from high school with an AA degree, and
8. to successfully transition students into a four year college and/or the workplace.

The at-risk population targeted for services was the vast majority of students who attend the AAEC's South Mountain Community College Campus.

The activities and strategies which are used by AAEC to accomplish the program goals are:

- to provide academic and AIMS intervention activities with all students in math, science, reading and writing as well as provide support in other core academic areas,
- to integrate the recommended strategies recommended by the National Dropout Prevention Center for the reduction of dropout rates,
- to enable students to earn college credits or their AA degree while still enrolled in high school,
- to provide students with comprehensive training in the Arizona Workplace standards,
- to provide opportunities for students to utilize those skills through internships and employment opportunities,
- to conduct 12 to 24 months of follow-up support to ensure students continue on their academic and or career track, and
- to involve students in community service activities to help them develop leadership skills and a sense of civic duty and pride.

The integration of technology is a major component of the program structure. A computer lab area has been developed with hardware and software dedicated to course completion, tutoring assistance, and AIMS preparation activities. The program will be adding additional science related software and curriculum material in anticipation of science content being added to the AIMS testing.

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Arizona Charter Academy

The goal of the Arizona Charter Academy's AIMS Intervention/Dropout Prevention program is to decrease student dropout rates and increase student achievement. The following key activities have been identified to achieve this goal:

1. Conduct a full year program of student intervention activities, professional development, and a rigorous dropout prevention program to help students succeed academically, pass the AIMS and Terra Nova Tests, prepare for college and a career, and earn adequate credits to graduate from high school.
2. Provide comprehensive training in Arizona workplace skills.
3. Allow students opportunities to develop leadership skills and a value of community service.
4. Follow-up with students after graduation; and
5. Develop a pre- and post program evaluation to measure program outcomes.

The at risk populations targeted for participation in the program are students in grades 9 to 12 who are low-income, minority, Ell, pregnant, and at least one grade level behind the appropriate placement for their chronological age. The majority of students enrolled in Arizona Charter Academy schools meet some or all of these criteria.

Some of the instructional support services that are offered through the program are: one-to-one mentoring and assistance through counselor support, a two-day orientation and intervention to help incoming freshman prepare for their transition to high school, a life skills course that helps student learn how to apply academic skills to real life situations and problems including community service; assistance in applying for college. The program assists students in developing individual learning plans. In addition, individual counseling by professional therapists to assist students in dealing with personal, family and other issues is provided.

A program for student follow-up is in place, including a system for tracking students for 12 months beyond graduation. Mentors and advisors are appointed who track student progress while still enrolled in the program and schools, and a data tracking system is in place to facilitate this process.

This coming year, the AIMS Intervention Coordinator will conduct an AIMS camp during the fall or spring break in which students will improve test taking skills and improve their classroom skills. The camp will provide experiential learning to engage students in a more authentic learning environment, among other activities.

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Big Brothers/Big Sisters of Flagstaff

The Aim High Program, which is funded through the AIMS Intervention/Dropout Prevention Grant, is sponsored by the Big Brothers/Big Sisters Of Flagstaff and the Flagstaff Unified School District in collaboration with the Coconino High School. The program works with 10th grade students who are likely to not do well one of the AIMS test and who are at risk of dropping at of school prior to graduation. Students who are failing one or more classes in areas that will be tested are referred by the counselors to the program. Additional criteria for recommendation are: economically disadvantaged; pregnant and /or parenting; discipline problems, deficient grade for grade level, limited English proficiency; over age for grade, or failing grades.

Some of the activities that the program offered are:

- Weekly AIMS tutoring,
- One-to-one mentoring,
- A family kickoff dinner, familiarizing students, [parents, and mentors with the program
- Instruction in workplace standards and academic standards using both the school curriculum and a job skills workshop at Northern Arizona University,
- Group and individual community service opportunities,
- Leadership building activities,
- Follow-up services.

The Aim High Program offered services during the summer which included:

- Regular meeting with mentors
- Group or individual service opportunities each month
- Leadership and workplace standards workshops –resume writing, interviewing skills, job expectations, manners, respect, diversity, communications, conflict resolution, etc.
- continued follow-up

The program will include ninth grade students in the Fall, 2006.

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Buckeye Union School District

Functioning as a bridge between traditional and alternative education, The Buckeye Unified School District's AIMS Intervention/Dropout Prevention Program, The Buckeye Academy, has identified low socio-economic status, history of disciplinary infractions, pregnancy and /or parenting, credit deficiency for grade level, and Falls Far Below or Approaches the standard as measured by AISM as barriers to academic and post-secondary success.

To promote AIMS attainment and prevent students from dropping out, the Buckeye Academy implements a sustained comprehensive intervention system. Developing the whole student academically, emotionally, socially, and behaviorally is the primary goal. To this end and based on the belief that all students can learn if provided with the right educational environment, the Academy utilizes varied teaching approaches to education. The program includes differentiated instruction, experiential education, an integrated curriculum, and vocabulary skills development to promote transition from school to work and self-sufficiency.

Extensive professional development is provided to develop knowledge and application of effective teaching methodologies: standards-base instruction; and integration of instructional technology and workplace standards. The staff has been trained in brain-based learning theory; differentiated instruction, critical thinking strategies; and research-based effective instructional strategies designed to improve teaching and learning.

New learning translates into classroom practice and method refinement through sustainable support provided by an instructional coach. Training and coaching is provided in multiple measures of assessment, and the analysis of test data to better determine student learning and the mastery of the state standards. Reading, writing and math skills are reinforced in all subject areas.

In order to ensure student success among the "at-risk" population a variety of alternatives are being instituted to maximize the learning opportunities. These strategies include:

1. Individual and small group tutoring by highly qualified teachers is made available outside the regular school day and into the summer months.
2. Distance learning is instituted to resolve issues and barriers attracting content specialists for the alternative school setting.
3. A four week summer school program is provided to support students who are credit deficient.

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Casa Grande High School District

Casa Grande High School District's AIMS Intervention/Dropout Prevention Program is implemented at the Desert Winds High School. The program enrolls student from grades 9 through 12 who are district board referred, administratively referred, or show self-select at any time during the school year via open enrollment. The program serves students who are likely to drop out of high school prior to graduation. The students include those who have documented academic, personal or vocational barriers to success in the high school and/or workplace. Here students receive a minimum of 9 months of instruction which integrates the Arizona Academic Standards in all subject areas including Career and Technical Education courses. In addition the Arizona workplace standards adopted by the State Board of Education are integrated into the curriculum.

The school provides a rigorous CTE program in the areas of Technology and Law. In addition, teachers have adopted a curriculum to add technology, character education and workplace skills into the content areas.

For the coming year, the school is revamping how it will implement AIMS Tutoring. The program will involve hiring motivated teachers from across the district to provide this service. Such a model which was piloted last spring resulted in a 7% gain in math scores. The goal is to increase the number of teachers providing tutoring as well as extending the time allocated to this activity.

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Cave Creek Unified School District

The original goals of Cave Creek Unified School District's AIMS Intervention/Dropout Prevention Program were:

1. To reduce the number of failing grades by 50% during the 2nd semester of the 2005'2006 school year.
2. To improve study skill with the use of the student's school agenda to record assignments and time commitment to improve study skills.
3. To become aware of the 8 Workplace Skill Standards and see how they are related to the guidelines and goals of the Falcon Success for Students (Falcon 101).
4. To build leadership skills through service learning opportunities,
5. Students will gain greater personal support through the guidance of a full time Dropout Prevention Specialist (counselor).

The targeted students for all of the programs include one or more of the following:

1. Students (grades 9-12) who had failed more than 2 academic classes 1st semester.
2. 12th grade students who were in jeopardy of withdrawing or not graduating.
3. 9th grade students who failed 1st semester English and Algebra.
4. Students who have one or more of the following challenges: academic, high absenteeism, substance abuse or other self destructive behavior, discipline concerns.
5. Students who have low AIMS or Terra Nova scores.
6. ELL, 504, and special education students.
7. Students who are deficient in credits for grade placement.

The program offered addressed the above challenges by implementing the following strategies:

1. The creation of the Falcon 101 class (Falcon Success for Students program) was initiated for targeted at-risk 9th grade students (to include 9 to 12th grades in future). These students were identified for this program due to academic challenges, high absence rate, and/or discipline concerns. This class met for 50 minutes at the start of each day. The instructor worked with these students on organizational and study skills. Students did personal and academic plans as a part of this program's expectations. Jobs training skills were addressed by the use of outside speakers who came to the class and talked about various career options. Leadership and service learning opportunities were made available with a visit to the St. Mary's Food Bank. The instructor and counselor worked one on one with these students on their individual needs and concerns. Monitoring was done with the use of individual logs done by the student and the instructor.
2. An on-line credit retrieval class for identified students was also implemented. This class, made up of 9 to 12 grade students who were falling far behind academically, met once a day for 50 minutes. It also included 12th grade students who were in jeopardy of not meeting the graduation requirements. Individualized instruction was provided for these students in assisting them to meet their personal action plans. The counselor also worked with these students on post-secondary planning strategies and options.
3. A third program was put into place, the Extended Opportunity class. For the first go around of this new class, twenty-six 9th graders were identified due to high absence, academic challenges and /or discipline, and who had failed 9th grade English during the 1st semester. This allowed students to continue in their assigned grade and make up missing credits for a previously failed course simultaneously. In the coming year, a similar strategy will be introduced for students failing Algebra. This class assisted these students in getting additional individual assistance to make up a failed course, but provided support to keep the students on track with their writing and English skills going forward.
4. Math classes were offered during the June summer session for targeted students needing additional math support.
5. The Integration of the program with the Jobs for Arizona's Graduates program already in existence in the Cave Creek Unified School District.

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Fredonia Moccasin School District

The goals of the AIMS Intervention/Dropout Prevention Program implemented by the Fredonia Moccasin School District are:

- To make high school more relevant to students,
- To better prepare students for post-secondary endeavors,
- To provide students with career exploration opportunities,
- To give students on the job work experience in careers of their choice and interest
- To provide academic opportunity to all students by connecting to the UEN Network, providing a wide variety of college and high school courses through direct audio and video interactive instruction via the network.
- To assist at risk students to remain on track for graduation by providing opportunities to make up credit.
- To provide students with opportunities to participate in community service.

Some of the following elements have been implemented successfully at Fredonia Moccasin School District:

- Core math, reading, and writing were taught throughout the year, targeting at-risk students with poor AIMS scores,
- Implementation of a semester long careers class,
- Full semester and full year internships for on the job experiences for students,
- Remedial classes offered for students who were behind in credit and /or failing the AIMS
- Saturday school and Tuesday after school programs with peer tutors and/or certified teachers,
- Early morning tutoring by certified teachers,
- Community service with opportunities for service on campus,
- Summer school which offered option for math, reading and English, but also Music, Chorus, and other electives were offered.
- College level classes

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Ganado High School – Information Pending

James Sandoval Preparatory High School

The James Sandoval Preparatory High School's AIMS Intervention/Dropout Prevention Program focused on a summer program this past grant year. The program was offered for five weeks so that students deficient in reading, writing and math could receive additional support. The goals of the summer program were:

1. an increase in the student's grade point average,
2. an increase in the student's AIMS scores,
3. an increase in Terra Nova scores,
4. an increase in student attendance,
5. and an increase in the graduation rate..

The students targeted for the summer program were:

1. pregnant and/or parenting teens,
2. economically disadvantaged,
3. students suspended or expelled from other institutions,
4. students who have failed courses,
5. students who are deficient in credits towards graduation,
6. students who received "Falls Far Below" or " Approaches" on the AIMS,
7. students who received low Terra Nova test scores, and
8. students who are over age for the grade level.

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Mary C. O'Brien Accommodation School District

The AIMS Intervention/Dropout Prevention Program implemented through Mary C. O'Brien Accommodation District's Villa Oasis has as its goals;

1. To improve the academic skills (math, reading, and writing) of the "at-risk" student population which attends this alternative school.
2. To reduce the dropout rate for these "at-risk" students.
3. To provide comprehensive training in Arizona's Workplace Standards to the targeted population.

The Villa Oasis is an alternative high school which serves students in grades 9 to 12, with 100% of its population being students who have dropped out of the regular school, or been suspended, or expelled from the regular high schools in Pinal County.

Dropout Prevention strategies and activities implemented by the school under this program include:

1. The inclusion of a Liaison Officer who is hired to develop and implement a Family Resource Center on the Villa Oasis campus.
2. Duties of the liaison include:
 - a. planning strategies and implementing a diversity of ideas which are tailored to the individual needs of the students that will prevent students from dropping out and reduce the overall dropout rate,
3. working as the liaison between the school staff, students and their families,
4. making home visits and procuring available resources for students and families to enable the students to improve school attendance,
5. Providing case management,
6. working with parents to increase their involvement in the student's education,
7. networking with social service agencies and providing referrals when needed,
8. coordinating with clinical staff and other agencies,
9. providing frequent and regular updates to other members of the school staff., establishing and maintaining confidential and accurate client records,
10. following up on students that dropout of school and recruiting them back into the program, and
11. tracking participants for 12 months following graduation and maintaining required tracking data.

AIMS intervention support is managed by two part-time, retired teachers who provide additional individualized academic instruction in reading, writing, and math. Both technology based support through the use of Plato software, and direct, one-to-one instruction are utilized.

Vocational and technical support will be provided through a collaborative agreement with for dual enrollment with Central Arizona College.

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Mohave Accelerated Learning Center

The goal of the Mohave Accelerated Learning Center's AIMS Intervention/Dropout Prevention Program is to prepare students to be technically literate, community-minded, and academically and vocationally prepared to enter tomorrow's workforce with the relevant skills and attitudes necessary to be successful.

The elements of the original plan that were able to be implemented so far are, or which are intended to be implemented:

1. Development and implementation of all four program components; i.e., dropout prevention, AIMS intervention, college and vocational preparation, and community service learning and activities.
2. Working with each student to develop an individual academic and career plan, providing the training and educational tools needed by each student to accomplish the plan.
3. Recruit parents and business leaders to assist with the program implementation, review curricula, assist with community service learning activities, serve as guest speakers in class and at student leadership retreats, serve as mentors, and be involved with homework and other activities to keep students interested and involved in school through graduation.
4. Conduct field trips and provide externships opportunities to students to introduce them to the world of work and hands-on experience.
5. Provide improved access to junior college and vocational courses for school credit to students interested in accelerating learning in order to make a smoother transition to post-secondary education and training.
6. Conduct community outreach programs.
7. Conduct twice-weekly collaborative sessions with instructors and key administrators to integrate lesson plans from course to course.
8. Provide flexible school hour's schedule – morning and evening (afternoon to be introduced).
9. Provide addition tutoring for students who have not been successful on one or more sections of the AIMS.
10. Provide a Cooperative Educational Program where students will attend school during the regular school schedule and engage in employment after school, or on the weekends. Work will be combined with a class in which the students learn job skills, responsibility and how to balance personal and work life.
11. Provide professional development for teachers in the Diploma Plus Model and the Academic Excellence and Career Success Program.
12. Provide evidence for program effectiveness through collection and description of qualitative and quantitative data.
13. Disseminate program results and best practices to charter schools throughout the United States Public Charter Schools Program.

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Omega School dba Omega Academy

The Omega Schools' aims Intervention/Dropout Prevention Program represents two high schools and a summer bridge program for eighth through twelfth grade students. Program elements for this program included drop out intervention, tutoring in math, reading and writing, AIMS preparation, workplace skills, career preparation, youth leadership, community service, and community service workshops. The summer bridge program was offered in May and June, 2006. High school students were required to participate in one, two, or three segments of the program. The program segments included academic intervention, tutoring segment, the workplace standards segment, and the leadership segment. The number of participant hours varied depending upon the estimated academic needs, rates of absenteeism, and the potential of students dropping out. High school students have a learning plan that outlines the number of hours needed to graduate, receive credit, or pass on to the next grade. The Omega AIMS Intervention/Dropout Prevention Program operated Monday through Thursday during the school hours, during the after school hours, and half day sessions available on Friday, Saturday, and the summer hours. Instructional practices used included the use of computer based learning, project-based learning, one on one tutoring, small group tutoring, audio centers and video games.

Students were eligible for the program based on the following criteria:

1. Scores of "Falls Far Below" and "Approaches on one or all parts of the AIMS test.
2. Student grades (below 70%)
3. Deficient credits for grade level
4. Overage for the grade
5. Limited English proficiency
6. Lack of home computer
7. Documented learning disabilities
8. previous or current issues of dropout
9. special needs
10. and handicapped status
11. low test scores
12. low grades
13. low number of credits
14. poor attendance
15. behavior problems
16. students lacking academic or work plans after high school

In addition:

Service Learning

Service learning is a significant component of the Omega program. The youth leadership curriculum (service learning) included: Minitown sessions, Social Centric Youth Leadership sessions, and Prudential Youth Leadership Institute sessions. The youth leadership training offered students an opportunity to enhance leadership abilities and make positive changes in the school, and outside communities. The youth leadership offered teens an opportunity to identify community needs and seek ways to effectively and efficiently solve problems. Plan for developing a documentary and video Public Service Announcement are in the process for the current school year.

Career and technical education

The WORKmatters program assisted students in how workplace skills are related to the academic program and integrated in the ADE Workplace Skills Standards. WORKmatters' School to Work curriculum guided high school students in identifying career interests, aptitudes, personal values, understanding the world of work, and the requirements for career success.

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Page Unified School District

The Page Unified School District's AIMS Intervention/Dropout Prevention Program has several measurable goals:

1. to increase the number of "high risk" students who are promoted,
2. to increase the number of credits accumulated for graduation the "high-risk" population,
3. increase the average GPA of the program participants
4. increase the percentage of students in this program who achieve t the "meets and "exceeds" levels on all three parts of the AIMS.

Students selected for participation in this program are identified based on several criteria for defining "high-risk":

1. 7 critical factors that include dropout or expelled; victim of physical, psychological or sexual abuse, or other violent crime; pregnancy and/or teen parenting; homelessness; language/cultural barriers; out-of-home placement, and having committed criminal acts.
2. over age students
3. students deficient in credits for their grade level,
4. high absenteeism
5. recommendations from middle school principals or counselors
6. "Falls Far Below" or "Approaches" on any or all of the Math, Reading, and/or Writing sections of the AIMS.

The AIMS Intervention/Dropout Prevention Program at Page Unified District has initiated the following strategies to reach its goals:

1. A new attendance policy has been developed, implemented and enforced,
2. Four credit recapture labs were added for use during the school day, greatly increasing the number of students able to work towards credit recovery,
3. A DOP coordinator led team has been developed that consists of counselors, principal, teachers, and the Dean of Students meets weekly to discuss the intervention options available for high risk students,
4. A small learning community model (Freshman Academy) has been implemented of high risk 9th graders. The model includes behavior modification, alternative education courses, and targeted services.

Other intervention strategies being employed include Summer Enrichment Programs, Parent Involvement/Career Awareness trips to Phoenix.

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Peoria Accelerated High School (Leona Group) – Information Pending

Pinon Unified School District

The current goal of the Pinon Unified District's AIMS Intervention and Dropout Prevention Program is intended to bring high school students who are not meeting the AIMS assessment to at least the "meets" level. The goal is to graduate all high school seniors each year. A secondary objective of the grant is to teach job skills and provide workplace training by providing opportunities for high school students to apply knowledge and skills to the work environment. A third objective is to integrate community service in which students build character and citizenship skills.

So far we have been able to implement both the community service and work skills elements of the program. Over the summer (2006) students had the opportunity to build a garden on school grounds using native plants. This exposed the students to rich learning experiences about such areas as landscaping, plant sciences, soil science, and building from native materials. This experience aligned the learning of the skills through application increasing the relevance of the learning experience.

Along with AIMS tutoring during the school year, the summer school program will be extended to 6 weeks in the future.

Additional support services are available to all 'at-risk ' students through this grant.

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Precision High School

The AIMS Intervention/Dropout Prevention program at Precision High School incorporates services and resources that will improve service delivery for the Trades programs and two additional programs for “at-risk” students enrolled at that school.

The Trades program consists of Barbering, Carpentry, Electrical and Automotive. 36 students in this program graduated and/or passed one or more of the AIMS examination. These students will make up the Follow-up cohort group. In addition, the Trades program has an additional cohort of seniors that received additional tutoring and classroom instruction aligned to the AIMS and Arizona State Standards in order to meet graduation requirements.

An additional AIMS Intervention program is named SIMON (Sameness, Inequalities, Measurable Objectives and Needs Program.) The SIMON program will focus on a group of students ages 15 to 17 who are sophomores and juniors. The primary focus with this cohort is to case manage the participants in the areas of AIMS academics, cultural assimilation, leadership, emotional intelligence, and increased parent involvement.

Another AIMS Intervention group is named Academic First which is designed to prepare students in the 14 to 16 year old age group for high school success and eventual college preparedness.

The AIMS Intervention/Dropout Prevention program created a meaningful academic atmosphere once implemented. Academic, work study, internships, and guidance positively impacted the outcomes of those students involved.

Precision High School also implemented a summer school program that recruited students who met the following criteria based on multiple measures of assessment:

- Homelessness,
- High mobility rate,
- Poor attendance record,
- Dropout history,
- Socio economic status,
- Neglected and Delinquent status,
- Gang membership, and
- Second language users.

The results of the AIMS tutoring were positive with the majority of students showing improvement.

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Scottsdale Unified School District

The Scottsdale Unified School District's AIMS Intervention/Dropout Prevention Program has as its overriding goal to create an environment for "at risk" students at Coronado High School that will foster academic success and will provide ongoing support to those students and their families to assist them in eliminating barriers that prevent them from completing school. The desired outcomes of this program are that students stay in school, meet and exceed the academic standards set forth by the state, and graduate from high school with the skills and knowledge needed for them to pursue higher education and/or advanced vocational training.

So far the program has been able to accomplish the following::

- a. Credit was recovered for 10 students.
- b. An intensive, credit bearing reading instruction program was established for 75 eligible students.
- c. A 7th hour class was provided by a teacher which provided credit after school
- d. An after school tutoring program was established by 2 teachers who are k-12 reading endorsed. These teachers met with the students over a two month period to work on individualized plans for reading improvement. They also helped with general studies.
- e. Project CORE students were offered the option of attending Tuesday evening school and Saturday Electronic Writing classes.
- f. The program also ran a successful summer program for 38 eighth graders who will be entering Coronado High School in the fall as CORE students.
- g. The school observed an improved climate during the regular school year and the summer with the project coordinator, the social worker, and the counselor being able to work directly with the students, program staff, parents and other teachers who had CORE students in their regular classes.
- h. regular staff have asked to become more involved with the CORE program.

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Sunnyside School District

The S.T.A.R. Academic Center of the Sunnyside School District is an ADE approved program based on the current student profile. The typical student is behind in credits due to class failure and/or dropout, and therefore is generally over age for the enrolled grade level. Students include those who are homeless, in Youth Own Their Own, are pregnant and/or parenting, and/or working to support their families.

The AIMS Intervention/Dropout Prevention Grant is integrated into the work of the S.T.A.R. Academy. The program has been developed around four basic needs.

1. the need for students to be inspired to stay in school and complete their education,
2. the need to provide bridges or transitions from high school to post-secondary experiences,
3. the need to provide core course and credit recovery course for students with specific needs for support,
4. the need to provide flexibility in scheduling for students needing to work or care for others.

To this end the program offers the following:

1. The school is implementing the “Models of Success” program which identifies students who have turned their lives around and become successful in the alternative school environment and beyond,
2. The school has established a partnership with PIMA Community College to bridge the gap from high school to college and post-secondary endeavors. It is also planning a middle school bridge program to assist students transitioning from middle school to high school.
3. The school has developed an evening school program to assist those students who need core credits but have obligations to children, family, etc., and to provide credit retrieval for students needing this support,
4. The school has introduced more options for flexibility in scheduling and instruction by introducing computer assisted courses and individualized instruction in core subject areas available through the Connections Center.

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Vicki A Romero High School

The AIMS Intervention/Dropout Prevention Program implemented at the Vicki A. Romero High School this year successfully implemented the following:

- AIMS intervention and preparation classes for all 10th graders,
- Saturday AIMS academy sessions for al 10th grade students for 9 Saturdays prior to the AIMS test,
- Before and after school tutoring for all students to prepare for their courses and the prepare for the AIMS,
- Participation in a leadership program offered in conjunction with the Phoenix East Rotary Club,
- The addition of a teacher to assist students in working on AQIMS preparation/intervention. career exploration, and community service,
- The use of a community liaison to assist in reaching prior year's graduates and students who no longer attend the school,
- The purchase of new materials such as AIMS Roadmaps to Success published by Princeton,
- Conducting and participating in a community fair in partnership with Planned Parenthood, Friendly House, and AACHSS

He population served through this program are any students in the 10th grade as well as all students in the 11th and 12th who didn't pass any section of the AIMS examination. The demographics of the school indicate that the majority of the students are able to be designated as "at-risk" due to poverty, gang membership, drug use, and other such factors. 93% of the student population meets the federal guidelines for the federal free and reduced lunch program.

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Williams Unified School District

The goals of the Williams Unified School District's AIMS Intervention/Dropout Prevention program are to:

1. motives all students to meet or exceed the standards in reading, math, and writing as measured on the AIMS,
2. to close the achievement gap between Hispanic and white students, and
3. to decrease the dropout rate and increase the graduation rate for the Williams Unified School District.

The expected outcomes for this program include:

1. Increased student achievement as measured by the AIMS and local, technology based assessments,
2. develop a deeper relationship among staff and among students and staff,
3. the development of strong professional learning communities within the schools, and
4. the creation of a culture of continuous improvement.

The components of the original plan that have been implemented are:

- a well attended summer school credit recovery program,
- Summer academic preparation camps for incoming students for high school success,
- AIMS tutoring in reading, math and writing before and after school, as well as AIMS preparation classes offered during the traditional school day.
- The purchase of new technology equipment and software for the integration of the Odyssey Ware credit recovery program, as well as, the purchase and full implementation of Odyssey Ware online coursework,
- Implementation of community service and service learning in conjunction with the 21st Century Community Learning Centers projects.
- Leveraging of existing funds with newly awarded CSR funds , enabling the extension of hours for the use of the Odyssey Ware lab and the summer operations,
- The implementation of a data management tracking system,
- The development of student personal academic plans, and
- Professional development for teachers on the use of the Odyssey Ware technology.

The summer program is a critical component of the AIMS Intervention/Dropout Prevention activities. Students targeted for participation included the most at-risk populations: those students who had not "met the standard" on the AIMS or AIMSSDPA. Incoming high school freshman were also targeted for participation, as were students who were in a credit deficiency situation were also recruited for the program.

Remediation in math and reading were priorities for the summer program and students were able to recover lost credits and improve math and reading skills through the use of the technology program component.

Flexibility in scheduling was considered by scheduling time and instruction in the afternoon and evenings for students unable to attend the morning sessions.

The district has attempted to make the AIMS Intervention/Dropout Prevention Program a proactive response to a difficult situation.

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YCFA Achieve Academy

The AIMS Intervention Dropout Prevention Program implemented by the YCFA Achieve Academy focuses the at risk student population of that school. At risk is defined as those students who have fallen out of the regular school system by failing grades, behavior issues, low income or homelessness, attendance problems, or classroom grades.

The program is project-based and focuses on the students building their own vocational business. The school has added two new vocational programs, auto shop and construction classes. In addition, the school offers culinary, equine and agricultural science programs. Students in these vocational programs are required to commit to working to improve their AIMS scores as well as the classroom grades and participation.

The goals of the program are to integrate the academics needed to pass the AIMS into the vocational programs. In addition, students are exposed to life skills training, and community service.

The school encourages the development of professional relationships between the academic and vocational staff.

Through the program the students have the opportunity to obtain employment at the Fairgrounds. The school is in the process of expanding its business and community partners to assist in the process of engaging students in a relevant project-based, vocationally focused curriculum.

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YMCA of America

The I-Learn Dropout Recovery Program of the YMCA seeks to provide an alternative educational environment to high school students across the valley through collaborations with local schools and schools districts. Sponsoring high schools and other community-based organizations identify students who have left school or are falling behind in credits. Students are able to attend the YMCA facilities and complete self-paced computer-based coursework for high school credit which is recognized by their sponsoring district. The Primary goals of the program involve recovering student credit, boosting academic skills, building character and leadership skills, exposure to career and vocational opportunities, and assisting students in AIMS preparation.

The “at-risk” population targeted for this program include the following:

- Economically disadvantaged
- Limited English proficient
- Disciplinary problems
- Drug/substance abuse problems
- Pregnant or parenting
- Failing grades
- Deficient credits for grade level
- “Falls far below” or “Approaches” on the AIMS
- Over age for grade level

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